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ABSTRACT

A study was conducted during the 1989-90 academic year of a random sample of 1984 and 1989 Montana high school graduates to assess the impact of enrollment in home economics courses on their knowledge/attitudes related to combining the dual roles of wage earner and homemaker. A questionnaire assessing graduates' knowledge of concepts related to the dual role of wage earner and homemaker was developed and administered by telephone to 131 graduates who had taken home economics courses and to 81 graduates who had not, with an equal number from the 1984 and 1989 classes. No significant difference was found in the responses of the two classes, suggesting that neither recency of studying content nor application of concepts on a regular basis since graduation was more influential on the graduates' knowledge. Analysis of data revealed that males scored significantly higher than females on the use of time management techniques. Knowledge/attitudes on two concepts (potential conflicts related to combining work and family and achieving satisfaction from combining work and family) were seen as more effectively resolved by those who had taken home economics. The study concluded that increased emphasis in home economics classes should be placed on decisions regarding combining work after marriage and the effects of careers on children. (Appendixes include the concepts related to dual roles of career and family used for development of the study questionnaire, tables of knowledge scores on concepts, and chi-square analyses for various concepts.) (KC)

FINAL REPORT

PROJECT NO. 90-83-5703-CHR068

IMPACT OF CONSUMER/HOMEMAKING PROGRAMS II:

PREPARATION FOR DUAL ROLES AS HOMEMAKER AND WAGE EARNER

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FINAL REPORT

IMPACT OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS ON 1984 AND 1989 PROGRAM GRADUATES IN MONTANA

PHASE II: PREPARATION FOR DUAL ROLES AS HOMEMAKER AND WAGE EARNER

Introduction

The study reported herein was designed in response to a funding priority for Carl Perkins funds for FY 1990 identified by the Office of Vocational Education, Montana Office of Public Instruction, Helena. The information was collected during the 1989-1990 academic year from a sample of 1984 and the 1989 Montana high school graduates to assess the impact of enrollment in home economics courses on their knowledge/attitudes related to combining the dual roles of wage-earner and homemaker.

The U.S. Department of Labor has projected that by 1995, 76.4% of females ages 20-24 years old will be in the labor force and that figure will increase to 80.8% by the year 2000. (Projections 2000, Bulletin 2302, March 1988). Concomitant with these increases in female participation in the paid labor force, it is expected that both males and females will continue to serve in the role of homemaker while also being a full-time wage-earner.

Consumer and homemaking programs have placed emphasis on instruction for dual roles for more than two decades. In Montana curriculum materials have been provided by the Office of Public Instruction for all vocational home economics teachers to assist in teaching concepts related to dual roles. Provision of curriculum materials is an essential first step to assist teachers as they update their classroom offerings. Ideally, provision of those professional update materials for teachers would result in an adequate knowledge/attitude base for students who complete instruction in those programs.

As a professional field, home economics has long sought to provide accountability for the success of its programs. In a continuous effort, information has been sought which would assess the impact of instruction on the lives of Montana's program graduates. First, it was assumed that teachers taught the recommended concepts related to dual roles and second that instruction was focused on practical application to the daily lives which young adults would be experiencing upon their high school graduation.

Objectives

The objectives which guided this study were:

1. Determine the knowledge/attitudes of 1984 and 1989 high school graduates who had completed at least 2 semesters of consumer & homemaking courses in grades 9-12, related to their preparation for the dual roles of homemaker and wage earner.

2. Determine the knowledge/attitudes of high school graduates who had completed at least two semesters of consumer & homemaking courses in grades 9-12 and those who had not taken consumer and homemaking courses in grades 9-12, related to the dual role of homemaker and wage-earner.

3. Determine knowledge/attitudes of male and female high school graduates related to the dual roles of homemaker and wage-earner.

Data were sought to provide a basis for speculating about the effectiveness of home economics instruction for the dual roles of homemaker and wage-earner.

Procedures

Instrument Development

It was necessary to develop a data-collection instrument specifically for home economics programs in Montana. First, the curriculum materials which had been distributed to Montana's teachers were surveyed for a representative list of concepts which could be expected to be taught. That listing of concepts was distributed to the project's Steering Committee for their ranking of the importance of the concepts listed, as reflected in their classroom instruction. The returns were tallied and a second listing of content was prepared and again verified by a group of Montana's teachers.

The final list of concepts was utilized to develop a questionnaire for use in assessing high school graduates' knowledge/attitudes. Concepts related to the dual role which were included in the questionnaire were (1) balancing work and the family, (2) potential conflicts related to combining work and a family, (3) influence of one's skills in interpersonal relationships on work and family, (4) resolving competing demands for time and energy in dual role careers, (5) deciding whether to combine work and a family, (6) achieving satisfaction from combining work and a family, (7) managing decisions about food for a family in dual career settings, (8) decisions about desired lifestyle as related to career choice, (9) achieving a healthy lifestyle while combining work and a family, and (10) the effect of decisions to combine work and a family on clothing needs/choices. (See Appendix A for an outline of concepts and subconcepts which served as the structure for development of the questionnaire for this study.)

The instrument was administered to a small group of 1984 and 1989 graduates, some of whom had completed and some who had **not** completed high school home economics courses, for the purpose of testing/refining vocabulary, instructions, content, and length of administration.

Data Collection Procedures

To secure cooperation of home economics teachers for participation in the study, local school adminstrators were contacted by mail to request permission for their home economics teachers to participate in the study. Upon receiving the administrator's written approval, a letter was mailed to the home economics teacher soliciting the names and phone numbers of 3-to-10 1984 and 3-to-10 1989 graduates of that high school who had taken home economics courses and the same number who had **not** taken home economics in high school. The study sought to collect information by telephone interviews. The sample was therefore dependent upon names & phone numbers provided by the high school teachers. It is acknowledged that the resulting list of graduates is not a random sample and very likely is not a representative sample.

It was proposed that 150-200 graduates who had enrolled in home economics and 100 graduates who had not studied home economics be surveyed. As a means of securing a representative sample of schools, school size was used to stratify schools, using the Montana High School Association classification of Class AA, Class A, Class B, and Class C. The number of schools selected by stratified random sample in each size was determined by their proportion to the total number of schools that were known to offer home economics in each classification, based on the list of home economics teachers provided by the Home Economics Specialist in the Office of Public Instruction.

Table 1 presents data on the respondents, based on classification by school size.

Table 1

Respondents Classified by School Size

School Size	Respondents
AA	34
A	55
B	54
C	69
N = 212	

Data were collected by telephone interview, with responses recorded on the instrument by the researcher. All interviews were collected by one researcher, a home economics education graduate student who was also serving as a substitute teacher in a local school district. It was thought that her current association with high school students and the high school instructional program would allow her to easily relate to student responses and their use of vocabulary. It was also believed that questioning and recording would be more consistent with the use of only one interviewer. All phone interviews were conducted in March, April, and May 1990. Three attempts were made to locate each person for whom a phone number had been provided for either the graduate or his/her parents. With very few exceptions, those who were reached were willing to respond to the interview questions.

Description of Sample

Table 2 presents data on the respondents. It is noted that through chance, by attempting to contact the graduates whose names had been submitted, an equal number of persons from both 1984 and 1989 is included in the sample. (See Table 2)

Table 2

Description of Respondents

Description	Respondents (N = 212)
Gender	
Females	130
Males	82
Year of graduation	
1984	106
1989	106
Respondents who took home economics	
Females	100
Males	31
Respondents who did not take home economics	
Females	30
Males	51

Data Analysis

Data analyses were made to determine whether the knowledge/attitudes of respondents differed on the dual-role concepts when analyzed by Gender, by Year of Graduation, or if the respondent had Enrolled in Home Economics while in high school. Data were analyzed by computer using the MSUSTAT statistical package.

Findings are presented and discussed in the next section. Each of the 3 variables will be discussed in turn.

FINDINGS AND DISCUSSION

Year of Graduation and Knowledge/Attitudes Toward Dual Roles

Respondents in this study achieved relatively equal total knowledge scores on each concept, regardless of year of graduation. (See Table 3) Thus, these data provide little evidence that either recency of studying content (1989) or application of concepts on a regular basis since graduation (1984) was more influential on the graduates' knowledge as assessed in this study.

An inspection of the knowledge score on the concepts by year of graduation reveals that the three concepts on which there was the lowest knowledge scores were "affect on clothing needs of the decision to combine work and a family", "expected sources of conflict", and "competing demands on time and energy". Low scores might suggest that these topics were either not studied or were not considered important by respondents in the context of the question posed on the questionnaire.

Gender and Knowledge/ Attitudes Toward Dual Roles

The chi square analysis revealed that knowledge/attitudes on the concept "resolving competing demands for time and energy" differed with regard to gender ($p < .05$). (See Table 3, next page). When responses to the sub-concepts are studied more thoroughly (see data in Appendix B, pages 14-15), it is noted that the males scored proportionately higher than females on the sub-concept "use of time management techniques" (4-b).

While only one significant statistical relationship was revealed with regard to gender, the data appears to serve as a fruitful source of "clues" for possible curriculum revisions or changes in emphasis of instruction. Thus, the scores for each concept and subconcept were scrutinized for clues or possible indicators worth further consideration (See scores for subconcepts in Appendix B).

For example, males scored proportionately higher regarding "managing time", subconcept

Table 3

Knowledge Scores for Concepts by Year of Graduation, Gender, and Enrollment in Home Economics

Dual Career Concepts	Year of Graduation		Gender		Enrollment in Home Economics	
	1984	1989	Female	Male	Yes	No
Balancing work and and family	132	124	164	92	160	96
Expected source of conflicts	99	87	116	64	118	68*
Importance of interpersonal relations	115	113	143	85	136	92
Competing demands on time and energy	96	90	120	66*	120	66
Whether to continue to work	118	116	152	82	148	86
Achieving satisfaction from work and family	114	118	140	92	153	84*
Managing decisions about food	136	130	172	94	167	99
Desired lifestyle related to career choice	128	134	164	98	161	101
Achieving healthy lifestyle	197	184	246	135	230	151
Affect on clothing needs/ choices of decision to work	74	74	114	34	102	46

* $p = 0.05$

1-d. Males also scored proportionately higher on concept 3-d, "support within the workplace" and on concept 6-b, "satisfaction with money earned".

Overall, given that the study included 82 males (39%) and 130 females (61%), males did proportionately as well as the females on many of the subconcepts, although knowledge was statistically different on only one concept based on gender.

Enrollment in Home Economics and Knowledge\Attitudes Toward Dual Roles

Statistical analysis revealed that knowledge/attitudes on two concepts, "potential conflicts related to combining work & family" and "achieving satisfaction from combining work and family" was significantly different with regard to having studied home economics in high school. (See Table 3)

On closer study of responses to subconcepts, it can be noted that those who had not taken home economics had lower scores on 2-d "personal & family factors" and higher scores on 2-a "whether to work" as sources of potential conflict than did those who had studied home economics. One can speculate whether differential knowledge reflects that the concepts were studied in school or learned through life experiences. Or perhaps those who had taken home economics had resolved this conflict (intellectually) and therefore did not consider it an important conflict which they would expect to face.

On the concept 6, "achieving satisfaction from combining work and family", those who did not take home economics had lower than expected scores on the subconcept 6-c "goal for self and family" and 6-d "health of family members". Thus, those taking home economics might be considered to have better preparatiion for combining work & family than those who did not enroll in home economics.

With regard to concept 9, "achieving a healthy lifestyle while combining work and a family" those not taking home economics scored higher than expected (25 vs. 19) while those who had enrolled scored lower than expected (23 vs. 29) for subconcept 9-b "relaxation and family communication". One must ask whether the curriculum adequately addresses communication if those who have studied home economics in high school identified that concept less frequently.

Discussion

The data serve as a rich source of questions to ponder when deciding on content emphasis for secondary home economics programs in Montana. For example, when asked about potential sources of conflict related to work and a family, only 10 of the 212 respondents identified **decisions related to children** and only 38 (of 212) identified "**whether to work after marriage**" as potential sources of conflict. Literature in the field indicates that these

two factors are common sources of conflict; therefore, the need to emphasize these concepts in high school programs so that young adults have a realistic perception of future decisions seems to be indicated.

When asked about the decision whether to continue work after marriage, only 5 respondents identified "personal energy or health" and a mere 19 respondents (of 212) listed the "affect on family relations" as factors to be considered. Based on a review of curriculum guides and high school textbooks, one could expect a higher frequency of responses to these two concepts.

Throughout the responses to the questionnaire, health was not reported as a factor utilized in decisions about dual careers. (See items 5-c, 6-d, and 7-c in Appendix B) Perhaps this low response reflects the general good health enjoyed by teens and young adults. With respect to decisions about food/eating out, "time and energy" was seldom reported (21 of 212) while available money was most frequently reported (134 of 212).

When the knowledge/attitude scores were summed for each concept (Table 4), "achieving

Table 4

Rank of Knowledge Scores for Dual-Role Concepts

Rank	Dual-Role Concepts	Total Score
1.	Achieving healthy lifestyle	381
2.	Managing decisions about food	266
3.	Desired lifestyle related to career choice	262
4.	Balancing work and family	256
5.	Whether to continue to work	234
6.	Achieving satisfaction from work and family	232
7.	Importance of one's interpersonal relation skills	228
8.	Expected source of conflict related to work	186
8.	Competing demands on time and energy	186
10.	Affect of decision to work on clothing needs/decisions	148

a healthy lifestyle" was far ahead of the second ranking concept, indicating that today's young adults are indeed health conscious. Respondents were least knowledgeable about the "affect on clothing choices of the decision to work". Tied for eighth in total knowledge were "demands on time and energy" and "conflicts created by the decision to combine work and a family". As reflected by the current literature and future societal predictions, both these concepts deserve considerable focus in high school curricula.

A surprisingly low number of respondents (12 of 212) identified "children" as an important factor related to lifestyle and career choices. Only 20 of 212 listed the relationship of "smoking/drinking" to a healthy lifestyle. Overall, there was very low knowledge reported related to the impact on one's clothing choices of the decision whether to combine work and a family.

Summary

Each teacher is encouraged to study the following charts and tables which present the data gathered from a sample of 106 1984 graduates and 106 1989 graduates, 131 of whom took home economics in high school and 81 who did not take home economics. While the data were not analyzed by school size, it is noted that all school sizes were well represented in the sample.

It seems evident that increased emphasis on several concepts related to dual roles is appropriate. At the same time, evidence from the data collected in this study indicates that enrollment in home economics was a significant factor in graduates knowledge on two of the ten concepts studied regarding decisions related to the dual roles of combining a career and a family. Overall, the level of knowledge indicated by the results of this study can not be defended as adequate for informed decisions on dilemnas which all members of the work force and their families are expected to face by the year 2000.

APPENDIX A

CONCEPTS RELATED TO DUAL-ROLES OF CAREER AND FAMILY USED FOR DEVELOPMENT OF QUESTIONNAIRE

1. Balancing work and the family

   a. Keeping open communication
   b. Managing time
   c. Setting priorities & goals
   d. Sharing tasks and responsibilities

2. Potential conflicts related to combining work and family

   a. Whether to work
   b. Money & finances
   c. Children
   d. Personal and family factors: relatives, in-laws, recreation, etc

3. Influence of one's skill in interpersonal relationships on work and family

   a. Creates satisfying or undesirable work environ
   b. Reduces stress
   c. Facilitates or reduces productivity
   d. Creates support within workplace

4. Resolving competing demands for time and energy in dual role careers

   a. Stress reduction techniques
   b. Time management techniques
   c. Organization and self-discipline
   d. Goal setting

5. Deciding whether to combine work and a family

   a. Needs/motivations of individual family members
   b. Family financial needs
   c. Energies & health of self and family members
   d. Affect on relationships in family

6. Achieving satisfaction from combining work and family

   a. Time available for work, family, fun
   b. Money earned
   c. Goals for self and family
   d. Health of family members

7. Managing decisions about food for a family in dual-career settings

   a. Money available
   b. Time involved and family schedule
   c. Energy and health of self and family members
   d. Choices of eating out for nutritious foods

8. Desired lifestyle as related to career choice

   a. Children
   b. Money and security
   c. Family relations
   d. Choices available

9. Achieving a healthy lifestyle while combining work and a family

   a. Exercise
   b. Regular relaxation & communication with family
   c. Good health habits: cleanliness, hygiene, avoid drinking or smoking
   d. Attention to foods eaten

10. Affect on clothing needs/choices of decision to work

   a. Need/want more clothes
   b. Practicality and ease of care
   c. Modifying choices to accomodate dual careers
   d. Combinability of clothing

APPENDIX B

KNOWLEDGE SCORES ON SUB-CONCEPTS RELATED TO DUAL-ROLES OF CAREER AND FAMILY

	Year of Grad		Gender		Enroll in H Ec	
	1984	1989	F	M	Yes	No
1. Balancing work and the family						
a. Keeping open communication	32	35	45	22	43	24
b. Managing time	37	43	47	33	46	34
c. Setting priorities & goals	33	27	37	23	34	26
d. Sharing tasks and responsibilities	30	19	35	14	37	12
2. Potential conflicts related to combining work and family						
a. Whether to work	22	16	20	18	16	22
b. Money & finances	62	52	78	36	80	34
c. Children	6	4	6	4	5	5
d. Personal and family factors: relatives, in-laws, recreation, etc	9	15	12	6	17	7
3. Influence of one's skill in interpersonal relationships on work and family						
a. Creates satisfying or undesirable work environ	42	32	47	27	42	32
b. Reduces stress	28	30	37	21	36	22
c. Facilitates or reduces productivity	40	42	51	31	50	32
d. Creates support within workplace	5	9	8	6	8	6
4. Resolving competing demands for time and energy in dual role careers						
a. Stress reduction techniques	18	16	24	10	23	11
b. Time management techniques	40	32	37	34	41	30
c. Organization and self-discipline	16	21	26	11	25	12
d. Goal setting	22	22	33	11	31	13
5. Deciding whether to combine work and a family						
a. Needs/motivations of individual family members	54	53	70	37	64	43
b. Family financial needs	50	53	64	39	66	37
c. Energies & health of self and family members	1	4	4	1	3	2
d. Affect on relationships in family	13	6	14	5	15	4

6.	Achieving satisfaction from combining work and family						
a.	Time available for work, family, fun	40	39	47	32	47	32
b.	Money earned	25	25	26	24	28	22
c.	Goals for self and family	47	46	61	32	68	30
d.	Health of family members	2	8	6	4	10	0
7.	Managing decisions about food for a family in dual-career settings						
a.	Money available	62	72	91	43	88	46
b.	Time involved and family schedule	32	19	34	17	33	18
c.	Energy and health of self and family members	14	7	13	8	11	10
d.	Choices of eating out for nutritious foods	28	32	34	26	35	25
8.	Desired lifestyle as related to career choice						
a.	Children	5	7	10	2	9	3
b.	Money and security	51	54	63	42	63	42
c.	Family relations	42	55	59	38	61	36
d.	Choices available	30	18	32	16	28	20
9.	Achieving a healthy lifestyle while combining work and a family						
a.	Exercise	91	85	111	65	105	71
b.	Regular relaxation & communication with family	31	17	30	18	23	25
c.	Good health habits: cleanliness; hygiene; avoid drinking or smoking	6	14	12	8	12	8
d.	Attention to foods eaten	69	68	93	44	90	47
10.	Affect on clothing needs/choices of decision to work						
a.	Need/want more clothes	1	3	3	1	2	2
b.	Practicality and ease of care	20	11	29	2	24	7
c.	Modifying choices to accomodate dual careers	44	46	65	25	61	29
d.	Combinability of clothing	9	14	17	6	15	8

APPENDIX C

Table 5

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Balancing Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	32	34.5	37	41.2	33	30.9	30	25.3	3.407	.3335
1989	35	32.5	43	38.8	27	29.1	19	23.7		

O = Observed; E = Expected

Table 6

Chi Square Analysis: Year of Graduation and Knowledge Scores for "Potential Conflicts Related to Combining Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	22	20.2	62	60.7	6	5.3	9	12.8	2.963	.3991
1989	16	17.8	52	53.3	4	4.7	15	11.2		

Table 7

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Influence of One's Skill in Interpersonal Relationships on Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	42	37.3	28	29.3	40	41.4	5	7.1	2.595	.4613
1989	32	36.7	30	28.7	42	40.6	9	6.9		

Table 8

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Competing Demands for Time and Energy in Dual-Role Careers"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	18	17.5	40	36.6	16	19.1	22	22.7	1.742	.6320
1989	16	16.5	32	34.4	21	17.9	21	21.3		

Table 9

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Deciding Whether to Combine Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	54	54	50	51.9	1	2.5	13	9.6	4.459	.2152
1989	53	53.	53	51.1	4	2.5	6	9.4		

Table 10

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Achieving Satisfaction from Combining Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	40	38.8	25	24.6	47	45.7	2	4.9	3,556	.3138
1989	39	40.2	25	25.4	46	47.3	8	5.1		

Table 11

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept " Managing Decisions about Food for a Family in Dual-Career Settings"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	62	68.5	32	26.1	14	10.7	28	30.7	6.528	.0878
1989	72	65.5	19	24.9	7	10.3	32	29.3		

Table 12

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Desired Lifestyle as Related to Career Choice"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	5	5.9	51	51.3	42	47.4	30	23.5	5.027	.1690
1989	7	6.1	54	53.7	55	49.6	18	24.5		

Table 13

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Achieving Healthy Lifestyle While Combining Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	91	91	31	24.8	6	10.3	69	70.8	7.060	.0693
1989	85	85	17	23.2	14	9.7	68	66.2		

Table 14

Chi Square Analysis: Year of Graduation and Knowledge Scores for Concept "Affect on Clothing Choices/Needs of Decision to Work"

	Scores for SubConcepts									
	A		B		C		D			
Year of Graduation	O	E	O	E	O	E	O	E	ChiSq	PValue
1984	1	2.0	20	15.5	44	45.0	9	11.5	4.744	.1907
1989	3	2.0	11	15.5	46	45.0	14	11.5		

Table 15

Chi Square Analysis: Gender and Knowledge Scores for Concept "Balancing Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	45	42.9	47	51.3	37	38.4	35	31.4	2.565	.4666
Male	22	24.1	33	28.7	23	21.6	14	17.6		

Table 16

Chi Square Analysis: Gender and Knowledge Scores for Concept "Potential Conflicts Related to Combining Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	20	24.5	78	73.5	6	6.4	12	11.6	3.226	.3590
Male	18	13.5	36	40.5	4	3.6	6	6.4		

Table 17

Chi Square Analysis: Gender and Knowledge Scores for Concept "Influence of One's Skill in Interpersonal Relationships on Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	47	46.4	37	36.4	51	51.4	8	8.8	.2444	.9692
Male	27	27.6	21	21.6	31	30.6	6	5.2		

Table 18

Chi Square Analysis: Gender and Knowledge Scores for Concept "Competing Demands for Time and Energy in Dual-Role Careers"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	24	21.9	37	45.8	26	23.9	33	28.4	7.967	.0462*
Male	10	12.1	34	25.2	11	13.1	11	15.6		

p = <.05

Table 19

Chi Square Analysis: Gender and Knowledge Scores for Concept "Deciding Whether to Combine Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	70	69.5	64	66.9	4	3.2	14	12.3	1.503	.6861
Male	37	37.5	39	36.1	1	1.8	5	6.7		

Table 20

Chi Square Analysis: Gender and Knowledge Scores for Concept "Achieving Satisfaction from Combining Work and Family"

	Scores for SubConcept									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	47	47.7	26	30.2	61	56.1	6	6.0	2.549	.4695
Male	32	31.3	24	19.8	32	36.9	4	4.0		

Table 21

Chi Square Analysis: Gender and Knowledge Scores for Concept "Managing Decisions about Food for a Family in Dual;-Career Settings"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	91	86.6	34	33.0	13	13.6	34	38.8	2.457	.4863
Male	43	47.4	17	18.0	8	7.4	26	21.2		

Table 22

Chi Square Analysis: Gender and Knowledge Scores for Concept "Desired Lifestyle as Related to Career Choice"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	10	7.5	63	65.7	59	60.7	32	30.0	2.976	.3970
Male	2	4.5	42	39.3	38	36.3	16	18.0		

Table 23

Chi Square Analysis: Gender and Knowledge Scores for Concept "Achieving Healthy Lifestyle While Combining Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	111	113.6	30	31.0	12	12.9	93	88.5	1.103	.7794
Male	65	62.4	18	17	8	7.1	44	48.5		

Table 24

Chi Square Analysis: Gender and Knowledge Scores for Concept "Affect on Clothing Choices/Needs of Decision to Work"

	Scores for SubConcepts									
	A		B		C		D			
Gender	O	E	O	E	O	E	O	E	ChiSq	PValue
Female	3	3.1	29	23.9	65	69.3	17	17.7	6.091	.1064
Male	1	.9	2	7.1	25	20.7	6	5.3		

Table 25

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Balancing Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	43	41.9	46	50.0	34	37.5	37	30.6	5.344	.1474
No	24	25.1	34	30.0	26	22.5	12	18.4		

Table 26

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Potential Conflicts Related to Combining Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	16	24.1	80	72.3	5	6.3	17	15.2	11.03	.0118*
No	22	13.9	34	41.7	5	3.7	7	8.8		

p = <.02

Table 27

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Influence of One's Skill in Interpersonal Relationships on Work and Family"

	Scores for SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	42	44.1	36	34.6	50	48.9	8	8.4	.4948	.9195
No	32	29.9	22	23.4	32	33.1	6	5.6		

Table 28

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Competing Demands for Time and Energy in Dual-Role Careers"

	Scores for SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	23	21.9	41	45.8	25	23.9	31	28.4	2.395	.4977
No	11	12.1	30	25.2	12	13.1	13	15.6		

Table 29

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Deciding Whether to Combine Work and Family"

	Scores on SubConcepts								
	A		B		C		D		
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq PValue
Yes	64	67.7	66	65.1	3	3.2	15	12.0	2.611 .4584
No	43	39.3	37	37.9	2	1.8	4	7.0	

Table 30

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Achieving Satisfaction from Combining Work and Family"

	Scores on SubConcepts								
	A		B		C		D		
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq PValue
Yes	47	51.0	28	32.3	68	63.3	10	6.5	8.975 .0294*
No		32	28.0	22	17.7	30	34.7	0	3.5

p = <.03

Table 31

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Managing Decisions about Food for a Family in Dual-Career Settings"

	Scores on SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	88	84.1	33	32.0	11	13.2	35	37.7	2.040	.5679
No	46	49.9	18	19.0	10	7.8	25	22.3		

Table 32

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Desired Lifestyle as Related to Career Choice"

	Scores on SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	9	7.4	63	64.5	61	59.6	28	29.5	1.305	.7321
No	3	4.6	42	40.5	36	37.4	20	18.5		

Table 33

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Achieving Healthy Lifestyle While Combining Work and Family"

	Scores on SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	Chi Square	PValue
Yes	105	106.2	23	29.0	12	12.1	90	82.7	4.772	.1884
No	71	69.8	25	19.0	8	7.9	47	54.3		

Table 34

Chi Square Analysis: Enroll in Home Economics and Knowledge Scores for Concept "Affect on Clothing Choices/Needs of Decision to Work"

	Scores on SubConcepts									
	A		B		C		D			
Take Home Economics	O	E	O	E	O	E	O	E	ChiSq	PValue
Yes	2	2.8	24	21.4	61	62.0	15	15.9	1.916	.5942
No	2	1.2	7	9.6	29	28.0	8	7.1		